

Summary Report

September 11, 2014

North Dakota IDEA Advisory Committee



Kirsten Baesler, Superintendent of Public Instruction
Office of Special Education
North Dakota Department of Public Instruction
600 East Boulevard Ave. Dept. 201
Bismarck, ND 58505-0440
(701) 328-2277 www.dpi.state.nd.us



North Dakota IDEA Advisory Committee Position Statement on a Unified System of Education

North Dakota shall have a seamless education system that is responsive to the needs of all children, adolescents, and young adults, and their families. Parents and students must be given the opportunity to participate as full partners in all educational endeavors. We must build the capacity in general education for all children, while supporting each individual student's rights and the gains made since the passage of federal legislation in special education. In such a system all children reap the benefits of a free appropriate public education through effective, research based, instructional programs and practices based on equitable standards with accountability and high expectations for all.

Approved by the ND IDEA Advisory Committee on September 21, 2001.

ABOUT THE ADVISORY COMMITTEE

The purpose of the North Dakota Individuals with Disabilities Education Act (IDEA) Advisory Committee is to provide advice and guidance to the Department of Public Instruction with respect to special education and related services for children and youth with disabilities as required by the Individual with Disabilities Education Act (IDEA). The committee provides a forum for issues regarding potential unmet needs of students with disabilities. The advisory committee members are viewed as key agents in their efforts to improve educational opportunities for children with disabilities in North Dakota. One of the most significant contributions each member brings to the committee is his or her representation of a constituency.

The functions of the North Dakota IDEA Advisory Committee are to:

- Advise the Department of Public Instruction of unmet needs within the State in the education of individuals with disabilities;
- Comment publicly on the rules and regulations proposed by the Department of Public Instruction regarding the education of children and youth with disabilities;
- Advise the Department of Public Instruction in developing evaluations and reporting on data to the Secretary of Education under Section 618;
- Advise the Department of Public Instruction in developing a state performance plan and annual performance reports under Part B of the Act;
- Advise the Department of Public Instruction in developing and implementing policies relating to the coordination of services for children with disabilities; and
- Advise the Department of Public Instruction regarding the education of eligible students with disabilities in adult prisons, children with disabilities who are homeless, and children with disabilities participating in child welfare services.

MEMBERSHIP

The North Dakota IDEA Advisory Committee is formed of a broad representation of individuals with knowledge and expertise on needs of children with disabilities. Appointments to the committee are made by the North Dakota Superintendent of Public Instruction for a three year term. In accordance with the regulations governing the implementation of the IDEA, the majority of members of the committee are parents of children with disabilities or individuals with disabilities. The remaining members of the committee represent a variety of stakeholders concerned with, and involved in, improving results for children with disabilities attending public schools in North Dakota, state supported educational programs, private schools, juvenile and adult correctional facilities, state human service agencies, and higher education representatives.

STATE ADVISORY COMMITTEE ON THE EDUCATION OF CHILDREN WITH DISABILITIES
CHAIR: Cathy Haarstad

CONSUMERS

Matthew Young (8/30/2016)

Matthew McCleary (9/30/2016)

PARENTS OF INDIVIDUALS WITH DISABILITIES

Shannon Grave (9/30/2014)

Cathy Haarstad , Executive Director (9/30/2015)
Pathfinder Family Center

Hilory Liccini (6/30/2015)

Patti Redding (8/30/2016)

Pam Berreth (8/30/2016)

STATE AND LOCAL EDUCATION OFFICIALS

Debra Huber (6/30/2015)
ND Department of Career and Technical Education

Kim Colwell (9/30/2016)
Roosevelt Elementary, Fargo

Ed Boger, Secondary Principal (9/30/2014)
Hazen High School

STATE AGENCY REPRESENTATIVE

Amanda Carlson (9/30/2014)
ND Department of Human Services
Division of Developmental Disabilities

Lucy Fredericks (9/30/2016)
ND Dept. of Public Instruction
Indian Education

SPECIAL EDUCATION ADMINISTRATIVE REPRESENTATIVES

Leona Zemliska (9/30/2016)*
Southwest Special Education Unit

Kathy Schauer (9/30/2015)
South Central Prairie Special Education Unit

HIGHER EDUCATION REPRESENTATIVE

Katherine Terras, Assistant Professor (9/30/2015)
University of North Dakota

MEMBER AT LARGE
CONSUMER/ADVOCATE GROUPS

Cindy Lund, Disabilities Advocate (9/30/2015)
ND Protection & Advocacy Project

EDUCATORS/RELATED SERVICES

Colette Fleck (12/30/2016)
Standing Rock Community School

Marlene Young (8/30/2016)*
Steele-Dawson Public Schools

NON-PUBLIC SCHOOLS

Matt Strinden (9/30/2017)
Cathedral of the Holy Spirit, Bismarck

STATE JUVENILE AND ADULT CORRECTIONS AGENCIES

Michelle Hoechst (9/30/2017)*
ND Youth Correctional Center

BUREAU OF INDIAN AFFAIRS REPRESENTATIVE

Robert J. Parisien (9/30/2016)
Standing Rock Agency

STATE CHILD WELFARE/FOSTER CARE

Karin Stave (9/30/2017)
West Central Human Services

STATE/LEA OFFICIAL HOMELESS ASSISTANCE

Jackie Harasym (9/30/2014)
ND Department of Public Instruction
Title I Office

(Date indicates end of current term)

*Also a parent representative.

COLLABORATIVE EFFORTS

In North Dakota, the lead agency responsible for services for children with disabilities from birth through age 2 (IDEA, Part C) is the Department of Human Services. The lead agency responsible for services for children with disabilities from age 3 through 21 (IDEA, Part B) is the Department of Public Instruction. Since September 2002, the ND Interagency Coordinating Council (IDEA, Part C) and the ND IDEA Advisory Committee (IDEA, Part B) have periodically held joint meetings. Common themes and shared topics have included the following:

1. Shared indicators required by the State Performance Plans and Annual Performance Reports to OSEP: early childhood outcomes, early childhood transition, and parent involvement
2. Personnel development – collaborative structure and shared topics
3. Unified system, including data collection, collaboration, and monitoring

ND STATE PERFORMANCE PLAN (SPP) and ND ANNUAL PERFORMANCE REPORT (APR)

A requirement included in IDEA 2004 is that North Dakota must submit a State Performance Plan (SPP) to the U. S. Department of Education, Office of Special Education Programs (OSEP). The initial SPP is a six-year plan that includes baseline data, targets for improvement, and improvement strategies for each of 20 required indicators in the priority areas of Free Appropriate Public Education in the Least Restrictive Environment; disproportionality by race and disability; and, effective general supervision. Annual performance reporting and improvement planning is accomplished through the ND Annual Performance Report (APR) submitted in February of each year. The APR reports data for each year along with reports of progress in meeting targets or explanations of slippage when it occurred.

A complete copy of the APR and ND SPP reports are located on the Department's website at: <http://www.dpi.state.nd.us/speced1/data/data.shtm>

State and District Levels of Determination (LoD)

Based on the ND APR the U.S. Department of Education, Office of Special Education Programs (OSEP) will identify where each state falls within four levels of determination for compliance with IDEA 2004. The levels of determination are:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Significant Intervention

In turn, each of the school districts in North Dakota will be placed in one of the same levels as determined by an analysis of district level data submitted to the Department. School districts will be notified by letter regarding the level of compliance with IDEA 2004 they are placed in, however, there is no requirement that the levels of determination be made public. It will be important to consider IDEA Advisory Committee member input as the measures to be used are

established and implemented. The district LoD will be based on compliance indicators such as participation in state assessments, provision of services to eligible children who transition from Part C to Part B, graduation rates and performance on state assessments.

YEAR IN REVIEW

The IDEA Advisory Committee held regular quarterly meetings throughout the year. Complete minutes are available on the Department's website.

Meeting Summary: September 25, 2013

John Copenhaver, Director of the Mountain Plains Regional Resource Center (MPRRC), a project within Technical Assistance for Excellence in Special Education (TAESE), a division of the Center for Persons with Disabilities at Utah State University, provided training for new Committee members describing the role and responsibilities assigned to them. It was noted that, based on the ND IDEA State Performance Plan (SPP) and the Annual Performance Report (APR) framework, the Committee should advise the Department of unmet needs, comment on any rules or proposed regulations, and discuss interagency agreements relating to special education services.

The ND State Director reported that a written notice of parental rights regarding the use of public benefit or insurance includes a new requirement. The public agency must provide written notification to a child's parent before accessing a child's benefits or insurance for the first time and annually thereafter. State forms have been updated to include this new requirement.

Department staff indicated that training has been provided in the area of Autism. In addition, a workgroup has been established to develop guidelines for the education of children with Autism. National consultants will facilitate the process. The newly revised Intellectual Disabilities (ID) Guidelines are now posted on the Department's website.

The Director informed the Committee that North Dakota Meets Requirements for submission and data reporting of the ND Annual Performance Report (APR) as confirmed by OSEP dated June 27, 2013. This notification reflects valid and reliable data for the measurement of each indicator, attainment of rate of targets or explanation of slippage, and correction of findings of non-compliance. The current ND State Performance Plan (SPP) ends with FFY 2012 (covering data year 7/1/12 – 6/30/13) and the proposed new cycle beginning with FFY 2013 (covering data year 7/1/13 – 6/30/14). The next SPP/APR will be submitted on February 1, 2015. All plans and reports will be reviewed by Committee members.

The Department's dispute resolution coordinator and complaint investigator presented the annual report (7/1/12 – 6/30/13) on dispute resolution. A copy of the report was given to the committee. The Department's dispute resolution focus is to collect, analyze and report State data, along with the provision of training for stakeholders. North Dakota had no Due Process Hearings, 252 requests for technical assistance and information, 2 requests for facilitated IEP meetings, 3 requests for mediation, and 6 requests for complaint investigations. Of the six requests for complaint investigation, two did not meet the IDEA requirements, and four complaints were fully investigated. Details regarding the outcomes of the complaint investigations are included in the summary report.

Meeting Summary: December 12, 2013

The ND Annual Performance Report (APR) is posted on the Department's website at:
<http://www.dpi.state.nd.us/speced1/data/data/shtm>

The following summary of data was presented to Committee members by consultant, Susan Wagner, President of Data Driven Enterprises.

Indicator 1: Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma. North Dakota did not meet this target. Students with disabilities in North Dakota can stay in school until they are 21. The APR has the data for the 5-year extended and 6-year extended year cohort data. North Dakota is in the middle compared to other states in 11-12 in graduation rates.

Improvement activities for Indicator 1 include:

- IEP on TIENET is being modified to include common core state standards to ensure that the goals of students with disabilities are aligned with these standards.
- The SPDG provides professional development to improve student achievement and behavior which in turn will impact graduation rates.
- The ND Curriculum Initiative developed a common core state standards-based curriculum template for Math and ELA instruction.
- The NDDPI special education staff will be working with the Director of Indian Education to analyze indicator data pertaining to American Indian students with disabilities.

Indicator 2: Drop Out Rate: Percent of youth with IEPs dropping out of high school. North Dakota met this target. North Dakota is on the higher end for drop-out. The reason North Dakota is on the higher end is because of the way North Dakota calculates the drop-out rate.

Indicator 2 improvement activities:

- The NDDPI special education staff will be working with the Director of Indian Education to analyze indicator data pertaining to American Indian students with disabilities
- The SPDG provides professional development to improve student achievement and behavior.
- Training for 150 educators on technical adequacy evaluation of functional behavioral assessments.

Indicator 3: Statewide Assessment Participation Rate – Reading. North Dakota did not meet the target. Compared to other states North Dakota has high participation rates. North Dakota did not meet the target for 3C proficiency rates in Reading and Math. This is the last year the NDAA2 will be used in North Dakota.

Indicator 3 improvement activities include:

- The Alternate Assessment Advisory Committee is working on creating CCSS materials to assist special education teachers in providing CCSS based education to students with the most severe disabilities who will be assessed with an alternate assessment.
- The NASDE professional development provides timely information on achievement-related topics.
- The SPDG provides professional development to improve student achievement and behavior.
- Training for 150 educators on technical adequacy evaluation of functional behavioral assessments.
- IEP on TIENET is being modified to include common core state standards to ensure that the goals of students with disabilities are aligned with these standards.

Indicator 4: Suspension/Expulsion Rate: Rate of suspension and expulsion for students with disabilities for greater than 10 days in a school year. North Dakota met the target for Indicator 4. Indicator 4B is the rate of suspension/expulsion by race/ethnicity. North Dakota met the target for Indicator 4B.

Improvement Activities for Indicator 4:

- The statewide longitudinal database system will include discipline data in order to identify predictors of student outcomes (e.g., achievement, drop-out, graduation, behavior, suspension).
- Revision to the NDDPI Specific Learning Disabilities Guidelines to include the use of the RtI model for the evaluation process.
- Functional Behavior Assessment/Behavior Implementation Plan Workgroup developed guidelines on evidence-based behavioral planning supports including policies and procedures that will assist districts and early intervention programs to establish their FBA/BIP process.
- Training for 150 educators on technical adequacy evaluation of functional behavioral assessments.
- The SPDG provides professional development to improve student achievement and behavior.

Indicator 5: LRE for students – percent of children with IEPs aged 6 through 21 served. North Dakota met the target for 5B and 5C but not 5A.

Improvement activities for Indicator 5:

- An LRE information paper was developed.
- Training provided at leadership conferences on LRE.
- Support ongoing personnel development projects in collaboration with the state university training programs to increase the number of qualified special educators across the state.

- The SPDG provides professional development to improve student achievement and behavior.

Indicator 6: LRE for Preschool Students – Percent of children with IEPs aged 3 through 5 attending. North Dakota met the target for this indicator.

Indicator 7: Percent of preschool children with IEPs. North Dakota met the target for this indicator. Indicator 7 comes from ND Early Childhood Outcomes Summary form from Tienet. The data is verified by a comparison of Tienet Indicator 7 unit verified report from July 2013 and the final Tienet unit 7 report. Improvement activities include the PK standards. The document is finalized and available on the website:

<http://www.dpi.state.nd.us/EarlyChildhoodEduc/index.shtm>

Indicator 8: Parent Involvement – percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. North Dakota met the target for this indicator. The parent survey is posted on ND Department of Public Instruction at:

<http://www.dpi.state.nd.us/survey/speced.asp> North Dakota's response rate is very low compared to other states. DPI is looking at mailing out the survey to a sample of parents again with the hopes the response rate will improve.

Indicator 8 improvement activities:

- NDDPI will partner with ND Parent Center to offer information, technical assistance, and outreach to parents to help them successfully engage with educators regarding Multi-tiered systems of support (MTSS)
- In 2013-14 a new data collection method is coming. This involves sampling by special education unit.
- The NDDPI Secondary Transition/Parent Involvement Conference will be planned with Parent center to promote parent involvement in the transition process.

Indicator 9: Disproportionate Representation – percent of districts that had disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification. North Dakota met the target for this indicator.

Indicator 10: Disproportionate Representation by Disability Category – percent of districts that had disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. North Dakota met the target for this indicator.

Improvement activities for Indicator 9 & 10:

- Development and distribution of disproportionate representation fact sheets.
- Guidance to units on how to review their policies and procedures related to disproportionate representation
- Training for 150 educators on technical adequacy evaluation of functional behavioral assessments and behavioral intervention plans.

Indicator 11: Evaluation in 60 days – percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days. The data is collected through Tienet.

Improvement activities for Indicator 11:

- Focused district training on evaluation procedures
- Improvements in Tienet forms
- Training and information regarding evaluation procedures at the leadership conferences.

Indicator 12: Transition from Part C to Part B – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday. The reason the numbers are higher is because of the movement of children. Improvement activities include the PK standards guidelines.

Indicator 13: Transition planning on IEP by age 16 – percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals. North Dakota did not the target for this indicator.

Improvement activities for Indicator 13:

- NDDPI sponsors trainings on Self-Determination curriculums and student involvement in the IEP process.
- NDDPI provides technical assistance to LEAs to strengthen understanding and compliance to IDEA 04 transition requirements.
- NDDPI developed transition modules based on data drill-down of Indicator 13 data.
- NDDPI will sponsor a biennial Secondary Transition conference.
- Focused onsite training based on Indicator 13 data.

Indicator 14: Post-Secondary Outcomes – percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed. North Dakota met the target for this indicator.

Improvement activities for Indicator 14:

- NDDPI is supporting a pilot project for one district to use the National Post School Outcomes Data use Toolkit for the analyses of local data for improvement planning.
- NDDPI will research the feasibility of follow-up interviews to be conducted by district staff members.
- DPI sponsored two individuals to go to NPSO STEPPS Tool training.

Indicator 15: Correction of Noncompliance

Improvement activities for Indicator 15:

- Development of a self-assessment toolkit for special education units.

Indicator 18 – percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Indicator 19 – percent of mediations held that resulted in mediation agreements.

At the December meeting, Department staff also presented information regarding Response to Intervention (RtI). The focus was changed to a new model utilizing high quality, research-based instruction and behavioral support, universal screening, and consistent progress monitoring.

Response to intervention (RtI) integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems.

The steps in the Problem Solving Approach:

1. Define very specifically, the area in which the student is having problems.
2. Analyze factors that contribute to the difficulty for each individual student.
3. Implement targeted or individualized interventions to address the problem.
4. Evaluate the effectiveness of the interventions.

Essential Components of RTI

- Screening
- School-wide Multi-level Prevention system
- Progress Monitoring
- Data Based Decision Making

Four Criteria for determining Specific Learning Disability

- Academic Achievement
- Model - discrepancy
- Rule Out – vision, hearing, or motor problems, ID, ED, cultural and/or environmental issues, limited English proficiency
- Consider Lack of Instruction

Department staff have just completed the fifth session of RtI training on December 6th. A guiding questions document to help complete the IWAR was sent to the field with this session. West Fargo Public School is the pilot site.

Department staff presented a status report on the State Personnel Development Grant (SPDG). The SPDG Grant is a five year grant that runs from October 2012 – September 2017. North Dakota is in the second year of the grant based on the three goals listed below.

Goal 1: Pilot, implement, and scale-up professional development for educators related to a multi-tiered systems of support (MTSS) that will result in improved academic and behavioral outcomes for students with disabilities.

2013 Activities September through December

- Sept. 4, 2013 – Coaches' Training by Dr. Don Kincaid, USF (organizational coaching focus)
- Sept. 24-25, 2013 – Days 1 and 2 MTSS Behavior, Cris Deaver
- Nov. 18, 2013 – Day 3 MTSS Behavior, Cris Deaver
- Dec. 10-11, 2013 – Days 1 and 2 MTSS Academic, Ed Shapiro (Lehigh Univ. PA), Greg Roberts, Jennifer Schnakenberg (U of TX Austin)

Training over the next few months will emphasize:

- Schedules and planning to implement Tier 1 Academic
- Incorporating best practices in behavior for Tier 1 (all students)
- Data collection: what data, frequency, how to do the data collection
- Coaching role – starting monthly coaches training sessions in late Jan. or early Feb. (Format: one hour training module, one hour discussion).

Goal 2: Create and assess a statewide system of professional development based on the principles of implementation science that will result in the regional delivery of high quality professional development for educators in North Dakota.

Goal 3: Develop a field placement program for pre-professional students to participate in model MTSS sites that will result in greater knowledge and skills of pre-professional students to implement high quality MTSS and work with parents related to MTSS. The State Transformation Specialist will be working with the pilot district of West Fargo Public School. Pathfinder Parent Center is working on creating a video explaining MTSS.

Meeting Summary: March 13, 2014

The State Director reported the most recent Child Count data. As of December 1, 2013 there were 13,399 students with disabilities receiving special education services in North Dakota. The total number is up 103 students from the previous year. Thirteen per cent of the total student population in the State is being served in special education programs.

Department staff presented an update on the Discretionary Grant process. Project proposals are modeled after the State's program improvement planning processes (ND MILE & AdvancED). This will be the first step in assisting units to conduct a data analysis for an improvement planning process, which will be the foundation of our State Systemic Improvement Plan (SSIP). The due date for units to submit a discretionary grant application is March 21, 2014. The amount typically given per applicant is \$15,000.00.

To increase the State's response rate for the parent survey used to measure parent involvement for Indicator 8 of the APR, the Department will incorporate a sampling plan and contact a representative sample of parents from each special education unit. This will begin in April.

Department staff reported that ND Pre-Kindergarten Content Standards are posted on the DPI's website <http://www.dpi.state.nd.us/EarlyChildhoodEduc/standards.shtm>

There will be several trainings offered this spring. The training information was sent out to early childhood teachers, special education directors, and Title I teachers. A collaborative team was developed across the state agencies for working on creating a link to the SLDS early childhood data. This will enable agencies and programs to start collecting and utilizing early childhood data. The US Department of Education (USDE) published a notice inviting applications under the Enhanced Assessment Grants Program (EAG) to support the development or enhancement of a kindergarten entry assessment (KEA) that is aligned with state early learning and development standards that covers all essential domains of school readiness. North Carolina invited North Dakota and other interested states to jointly apply for funding under this competition. The assessment would be an optional tool for districts to use in assessing their kindergarten students readiness.

Department staff reported that they have just finished the focused monitoring process for one of the units selected this year. The other unit selected will be monitored at the end of April. The Special education office will perform a data drill down in June to determine which special education units will be monitored next year. The data drill down toolkit is posted on our website <http://www.dpi.state.nd.us/speced1/laws/laws.shtm>

Guidelines for the Identification and Programming of students with Autism in the Educational Setting are currently being developed by a work-group and facilitated by a federally funded Regional Resource Center Consultant. These are planned to be released the Fall of 2014. We will distribute the guidelines to the Committee members at the September meeting.

The State Director and staff members from the Department's Assessment Office provided information regarding the ND State Assessment and Alternate Assessment. The Assessment Office is responsible for: developing the content standards, overseeing the assessment program, overseeing the AYP system. Smarter Balanced was selected as North Dakota's assessment tool.

The following disability, accessibility, and accommodations guidelines will be incorporated:

- Universal accessibility tools – such as a digital notepad and scratch paper available to all students.
- Designated supports—like a translated pop-up glossary—available to students for whom a need has been identified.
- Accommodations for an IEP or 504 plans. These tools include Braille and closed captioning, among others.

The assessment will find the student's ability based on how the student responds to the questions on the test and then the system will feed the appropriate questions based on the student's academic level. It is possible to perform the test over a period of days instead of it being a timed test. Smarter Balanced is an adaptive test.

The ND Office of Special Education has received a request from the field asking DPI to permit a provisional credential for a special education director. The current requirement is that all of the required coursework is completed before a special education director's credential is issued; otherwise the person is not qualified to hold a special education director position. The change to

the administrative rule would allow for a provisional credential for special education directors as they do for an ND Elementary Principal's credential. The current administrative rule is Chapter 67-11-08-01 which outlines the credential requirements. The committee felt that there needed to be more data in order to make a decision. The issue should be discussed with the current special education directors. The committee felt that a master's degree in a related field needs to be more defined as to what qualifies as a related service. There was a suggestion that maybe someone applying for a special education director credential should be required to have a dispute/conflict resolution class to help deal with complaints and difficult IEP meetings. This item will be carried forward for discussion at the June meeting.

Meeting Summary: June 5, 2014

Department staff reported that 20 discretionary grant applications were submitted. The applications are rated and scored. The grant applications with the highest scores were approved and the middle group were given an opportunity to work with Department staff to submit additional information to meet the rubric requirements.

Department staff provided information about recent focused monitoring activities. The focused monitoring process identifies special education units in need of assistance by ranking performance indicators for all of the units. Performance indicators consist of:

- Indicator 1: Graduation data,
- Indicator 5: Percent in the regular classroom,
- Indicator 3: Proficiency in Reading and Math.

The Department used focused monitoring for two identified special education units this year. This included 32 school districts and 2,435 students (according to 2013 – 14 Child Count) in those two units. Following are lessons learned through results of the 2013 – 14 focused monitoring:

- There is a need for units to make available a wider continuum of educational environments for preschool students with disabilities.
- Better documentation of eligibility determination by special education personnel in the reevaluation and initial evaluation process is needed.
- There is a need for more special education personnel in order to provide all students with disabilities with a free and appropriate public education.
- More professional development provided to personnel by the special education unit is needed.
- There is a need for multidistrict special education units to help member districts obtain clearer annual information about the policies and procedures including the range of the unit's services, communication practices and personnel.
- There is a need for multidistrict special education units to help member districts understand their representation on the governing board.

An update was given regarding the potential addition of a provisional credential option for a special education unit director. The Department has been issuing this credential since 1980 and, to date, has awarded 175 special education director credentials. Approximately five requests are received per year. The local special education directors met to discuss this topic. The directors

from the western part of the State felt it was a good idea as long as the person comes from a special education background, has a mentor, and the provisional credential is valid no longer than two years. Several Committee members thought the person should have a strong background and knowledge in dealing with conflict resolution and special education. The full Committee asked that the Department study the provisional option further and provide a draft of the provisional special education director credential at the September Advisory Committee meeting.

Department staff provided detailed information on the State Systemic Improvement Plan (SSIP) to develop an accountability system aligned in a manner that best supports state improvement efforts. North Dakota has requested a visit from the U.S. Office of Special Education Programs (OSEP) to take place in July or August. Positive post school outcomes for students with disabilities result from students staying in school and obtaining independent living and college and career readiness skills. Success is demonstrated through participation in assessments that measure it, by receiving meaningful feedback about scores from those assessments that indicate positive or negative growth and by demonstrating the knowledge and skill level that they have attained through participation in classroom activities with grade and age level peers. In order to demonstrate success in the classroom and on assessments, each student must be given a Free Appropriate Public Education in the Least Restrictive Environment. A Committee member asked if a section would include self-advocacy skills for the student. Department staff indicated that the document is still in draft form and the Department would appreciate input from Committee members, along with other NDDPI staff, BIE schools, parent groups, P & A, YCC and everyone who might be interested in participating. Five special education directors from the field have already made a commitment to participating. The Pathfinders Parent Center will assist the Department in finding parent participants also.

Committee members review 618 data submitted to OSEP on an annual basis. Summary statewide Child Count data follows.

2011 Total of Disabilities

Servicing SEU Plant	Total of	AUT	DB	ED	HI	MR	NCD	OHI	OI	SI	SLD	TBI	VI
Bismarck Special Ed Unit	1346	66		75	18	74	87	174	15	425	401	4	7
Burleigh Co Special Ed Unit	12							2		7	3		
Dickinson Special Ed Unit	411	29		18	4	35	65	58	5	74	117	4	2
East Central Special Ed Unit	174	2		1	1	10	11	14	1	51	83		
Emmons Co Special Ed Unit	65	1		2	1	1	1	4	1	24	29		1
Fargo Special Ed Unit	1245	90	1	128	7	89	158	141	9	226	384	7	5
Ft Totten Special Ed Unit	45			5	2	6	7	2		10	13		
Grand Forks Special Ed Unit	1057	72	1	101	7	73	112	154	12	191	328	5	1
GST Special Ed Unit	289	14		26	2	14	20	79	1	37	93	1	2
James River Special Ed Cooperative	167	15		7	1	6	18	20	2	39	59		
Jamestown Special Ed Unit	334	24	1	24	2	18	40	44	7	85	89		
Lake Region Special Ed Unit	677	23		36	12	32	104	46		177	239	6	2
Lonetree Special Ed Unit	185	12		6	3	9	12	18	1	52	72		
Morton-Sioux Special Ed Unit	646	14		45	3	46	38	43	10	271	171	2	3
Northern Plains Special Ed Unit	162	4		8	1	7	21	23	1	38	57	1	1
Oliver-Mercer Special Ed Unit	180	6		3	4	12	10	20	1	62	57	3	2
Peace Garden Student Support Services	396	15		7	3	21	84	47	2	96	120		1
Pembina Special Ed Cooperative	170	4		10	3	8	11	38	1	42	52		1
Rural Cass Special Ed Unit	215	9		9	2	19	26	29		51	67	2	1
Sheyenne Valley Special Ed Unit	263	13		7	9	32	27	47	4	33	88	1	2
Souris Valley Special Ed Unit	1738	119	1	112	13	87	272	232	15	488	386	4	9
South Central Prairie Sp Ed Unit	141			2		7	7	19	2	42	60	2	
South Valley Special Ed Unit	418	19		16	3	17	41	68	1	80	172	1	
Southwest Special Ed Unit	98	6		2		7	10	15	1	25	31	1	
Standing Rock Special Ed Unit	32	3		1		1	11	1		13	2		
Turtle Mt Special Ed Unit	44			4	1	7	14	6		5	7		
Upper Valley Special Ed Unit	484	16		15	7	16	51	86		132	157	3	1
Wahpeton Special Ed Unit	195	6		6		6	28	43	1	49	54	1	1
West Fargo Special Ed Unit	936	94		76	7	52	128	115	6	196	256	5	1
West River Student Services Unit	329	7		12	4	13	41	34	2	68	142	3	3
Wilmac Special Ed Unit	669	35		43	5	30	68	93	10	148	233	1	3
Total	13,123	718	4	807	125	755	1523	1715	111	3237	4022	57	49

2012 Total of Disabilities

Servicing SEU Plant	Total of	AUT	DB	ED	HI	MR	NCD	OHI	OI	SI	SLD	TBI	VI
Bismarck Special Ed Unit	1330	71		68	16	69	101	194	12	396	393	4	6
Burleigh Co Special Ed Unit	16							3		9	4		
Dickinson Special Ed Unit	438	31		17	3	33	66	68	3	95	116	5	1
East Central Special Ed Unit	183	2	1	2	1	13	12	12	1	51	88		
Emmons Co Special Ed Unit	64	2		2	1	1	4	4	1	20	28		1
Fargo Special Ed Unit	1310	101	1	126	9	88	169	144	11	242	407	6	6
Ft Totten Special Ed Unit	43			3	2	8	7	1	2	5	15		
Grand Forks Special Ed Unit	1043	76		105	11	73	101	153	9	182	323	5	5
GST Special Ed Unit	261	16		23	3	19	23	68	1	22	84		2
James River Special Ed Unit	185	15		6	1	7	19	29	2	43	63		
Jamestown Special Ed Unit	347	27		21	2	16	48	50	6	81	96		
Lake Region Special Ed Unit	648	23	1	27	12	29	97	45		166	243	3	2
Lonetree Special Ed Unit	190	8		10	2	8	13	19	1	54	75		
Morton-Sioux Special Ed Unit	647	17		47	5	41	46	44	9	247	187	2	2
Northern Plains Special Ed Unit	181	9		11	3	11	25	24	1	42	52	1	2
Oliver-Mercer Special Ed Unit	180	5		2	3	10	11	25	1	55	63	2	3
Peace Garden Student Support Services	410	19		7	3	24	86	57	2	86	126		
Pembina Special Ed Cooperative	166	5		7	1	7	12	37		41	55		1
Rural Cass Special Ed Unit	227	13		6	1	17	38	30		61	58	2	1
Sheyenne Valley Special Ed Unit	286	10		5	6	34	30	51	3	37	107	1	2
Souris Valley Special Ed Unit	1740	136		118	14	82	257	240	11	462	405	6	9
South Central Prairie Sp Ed Unit	145			4		9	12	21	2	36	61		
South Valley Special Ed Unit	399	21		15	4	21	45	56	1	67	168		1
Southwest Special Ed Unit	100	5		4		6	12	12	1	23	35	2	
Standing Rock Special Ed Unit	35	6		1		1	9	2		13	3		
Turtle Mt Special Ed Unit	47			5	1	6	11	8		4	11	1	
Upper Valley Special Ed Unit	478	17		22	6	16	63	86		105	160	2	1
Wahpeton Special Ed Unit	169	5		8		6	28	30	1	42	47	1	1
West Fargo Special Ed Unit	994	97		76	9	61	132	128	5	209	268	7	2
West River Student Services	325	7		9	4	13	28	43	2	70	143	3	3
Wilmar Special Ed Unit	681	39		36	9	38	81	80	12	111	270	2	3
Total	13,268	783	3	793	132	767	1586	1764	100	3077	4154	55	54

2013 Total of Disabilities

ServicingSEUPlant	Totalof	AUT	DB	ED	HI	ID	NCD	OHI	OI	SI	SLD	TBI	VI
Bismarck Special Ed Unit	1332	82		67	17	63	110	199	11	374	399	6	4
Burleigh Co Special Ed Unit	11							1		7	3		
Dickinson Special Ed Unit	445	31		23	4	30	63	60	5	99	126	3	1
East Central Special Ed Unit	170	3		1	2	13	9	11	1	49	81		
Emmons Co Special Ed Unit	55	3		2	1	1	2	3	1	15	27		
Fargo Special Ed Unit	1272	100	1	122	10	84	171	137	6	218	411	6	6
Ft Totten Special Ed Unit	49	2		3	1	7	11		1	1	23		
Grand Forks Special Ed Unit	1084	70		122	8	74	127	159	7	205	302	4	6
GST Special Ed Unit	255	15		27	2	21	22	68	1	21	75		3
James River Special Ed Cooperative	160	19		8	1	6	16	22	2	29	57		
Jamestown Special Ed Unit	329	27	1	18	4	16	43	50	5	63	101		1
Lake Region Special Ed Unit	680	26	1	43	14	39	88	43		169	253	3	1
Lonetree Special Ed Unit	188	10		9	2	6	11	28	1	57	64		
Morton-Sioux Special Ed Unit	646	20		41	3	43	40	55	6	240	194	2	2
Northern Plains Special Ed Unit	196	13		12	3	12	26	21	1	42	63	1	2
Oliver-Mercer Special Ed Unit	197	4		6	4	6	17	21	3	60	72	2	2
Peace Garden Student Support Services	409	27		9	1	25	93	52	2	86	114		
Pembina Special Ed Cooperative	174	4		13	2	5	16	33		43	57		1
Rural Cass Special Ed Unit	220	11		5	1	16	36	31		56	61	2	1
Sheyenne Valley Special Ed Unit	259	16		7	4	26	27	40	3	34	100		2
Souris Valley Special Ed Unit	1735	138		119	18	89	245	251	10	446	403	8	8
South Central Prairie Sp Ed Unit	155	1		4		7	19	23	2	29	70		
South Valley Special Ed Unit	399	18		15	4	22	47	60	1	66	165		1
Southwest Special Ed Unit	109	5		4		3	10	13	1	31	40	2	
Standing Rock Special Ed Unit	33	4			1	1	10	3		11	3		
Turtle Mt Special Ed Unit	44			3	2	4	10	5		6	13	1	
Upper Valley Special Ed Unit	492	19		20	5	24	74	104	1	90	151	2	2
Wahpeton Special Ed Unit	156	5		10		5	38	19	1	37	40		1
West Fargo Special Ed Unit	1104	107	1	85	14	65	147	150	8	243	272	9	3
West River Student Services Unit	341	12		10	5	18	29	54	2	63	142	3	3
Wilmac Special Ed Unit	700	45		45	14	49	84	80	11	89	276	4	3
Total	13,399	837	4	853	147	780	1641	1796	93	2979	4158	58	53